DOCUMENT RESUME

ED 172 369 EA 011 786

AUTHOR Silver, Paula F.
TITLE Changes in Preparation Programs: 1974-1978.
PUB DATE Apr 79
NOTE 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Education; Content Analysis; Departments; *Educational Administration; *Educational Change; Educational Objectives; *Graduate Study; Higher Education; *National Surveys; Performance Based Education; *Program Descriptions; Self Evaluation

ABSTRACT

Part of a broad survey of administrator preparation programs in the United States, the study reported here was an analysis of professors' open-ended responses to questions about recent and projected changes in their educational administration programs. Content analysis was used to examine past changes, expected changes, patterns of change, and trends in program development. The most frequently cited past changes in programs (1974-76) were clarification of program goals and objectives, broadening of program scope, implementation of competency-based objectives, and increasing of field-based learning. Frequently mentioned future changes (1976-78) included continued self-assessment, shifts in program emphases and instructional content, and increased field orientation. No particular patterns of change or divergent directions of change were discerned from the data analysis. However, trends in program development could be identified as continuing exploration of program purposes, increasing competency-based preparation, improving facilities, increasing admission standards, and conforming with revised state requirements. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED172369

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CHANGES IN PREPARATION PROGRAMS: 1974-1978

Paula F. Silver
University of Tulsa

Paper presented at the "Preparatory Programs Symposium," American Educational Research Association, Annual Meeting, San Francisco, April, 1979 - Session 31.03

EA 011 786

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. Silver

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CHANGES IN PREPARATION PROGRAMS: 1974 - 1978

ABSTRACT

Part of a broad survey of administrator preparation programs in the United States, the study reported here was an analysis of professors' open-ended responses to questions about recent and projected changes in their educational administration programs. Content analysis was used to examine past changes, expected changes, patterns of change, and trends in program development.

The most frequently cited past changes in programs (1974-1976) were clarification of program goals and abjectives, broadening of program scope, implementation of competency-based objectives, and increasing of field-based learning. Frequently mentioned future changes (1976-1978) included continued self-assessment, shifts in program emphases and instructional content, and increased field orientation. No particular patterns of change or divergent directions of change were discerned from the data analysis. However, trends in program development could be identified as continuing exploration of program purposes, increasing competency-based preparation, improving facilities, increasing admission standards, and conforming with revised state requirements.

For a more detailed report of the entire study and this portion of it readers are referred to the University Council for Educational Administration.

CHANGES IN PREPARATION PROGRAMS,* 1974-1978

Paula F. Silver
University of Tulsa

Introduction

This paper deals with the analyses and findings associated with two open-ended questions that were posed in the questionnaire described earlier (See Culbertson, 1979; Spuck, 1979; Silver and Spuck, 1978): 1) What changes have taken place in your preparation program during the past two years with respect to the ten dimensions of programs? 2) What changes do you expect to take place in your program during the coming two years with respect to these ten dimensions?**

Four research questions that shaped the analysis and reporting of the data will be reported here. These are:

1. What types of changes in preparation programs were perceived to have occurred during the 1974-1976 time period with respect to the ten dimensions of programs?
2. What types of changes in preparation programs were projected for the 1976-1978 time period with respect to those ten dimensions?
3. Are there discernible patterns of recent or projected program changes?
4. Are there relationships between perceived recent changes and projected future changes in preparation programs?

For purposes of this oral presentation, the analyses and findings related to each of these research questions will be reported together (below).

---

* Paper presented at the "Preparatory Programs" Symposium, American Educational Research Association, Annual Meeting, San Francisco, April, 1979.

** The analyses and findings presented in this paper are reported in more complete detail in Silver and Spuck (1978), pp. 178-201.

Methodology and Findings

Perceived Program Changes (1974-1976)

Because the type of data treated here differed from that reported in the other papers, the methodology differed as well. Specially, the content analysis method (Kerlinger, 1964; Berelson, 1954) was used to sort phrases that appeared in the open ended responses into categories that had been generated inductively for each of the ten dimensions of programs. Only professors responded to this question; students were not included. Two raters sorted all the units of content (found in the questionnaire responses pertaining to recent changes) after the categories had been generated. The results reported here were derived from frequency counts within all categories. Departments of educational administration were the units of analysis.

Changes in Program Purposes or Objectives were the most frequently cited types of program changes. Within this dimension, 44 departments (18.6% of the total number of departments responding) indicated that some type of goal clarification process had occurred within the past two years. This category of changes includes such comments as "objectives reviewed by entire department," "goals agreed upon and written," and similar comments. Thirty-nine departments (16%of the total) indicated a broadening of scope in terms of expanding the program, adding areas of specialization, or in some way preparing students for a wider range of career options. Thirty-seven departments (15.6%) indicated a move toward competency-based or related purposes and objectives, and 28 departments (11.8%) reported a shift in the direction of revised state requirements or accreditation standards. It should be noted that many of the respondents indicated both competency-based and state-related changes in goals, often within the same sentence. Another frequently mentioned change in program purposes or objectives pertains to some form of

field orientation: respondents in 25 institutions (9.7%) alluded to increasing practical experiences, field relationships, or school system outreach.

It might be noted that very few respondents cited a narrowing of scope (2.1%) or an increased emphasis on theory and research (3.4%) among the recent program changes. These might be a function of the heavy emphasis already placed upon theory and research and of increasingly diverse student populations.

Projected Program Changes (1976-1978)

As for the perceived recent changes, data analysis of the responses pertaining to projected changes in preparation programs was done by content analysis. Again, departments were the units of analysis.

Fewer professors responded to this portion of the questionnaire than to the previous section. Professors in 80 departments (34.6% of departments responding) reported that they expect no program changes in the near future. Of those who cited projected changes, greater proportions responded in the general categories and substantially fewer professors cited specific changes.

Only four types of program changes were projected by respondents in ten per cent or more of the departments. Professors in 42 departments (18.2%) indicated that the program would be undergoing review of purposes and objectives. In some instances this review was reported to be part of an ongoing annual procedure. Other respondents indicated that the projected evaluation would be based on follow-up studies of program graduates. This type of change was confirmed within the "Contents and Processes" dimension, in which professors in 36 departments (15.6%) mentioned ongoing review and assessment of course contents and instructional procedures. Respondents in 27 departments (11.7%) indicated projected changes in program emphasis (for example, by adding or deleting

specialized programs, meeting new state requirements, or increasing individualization), and professors in 27 departments (11.7%) cited some type of increased field orientation (for example, more field work, increased internship requirement, etc.) as a type of projected change.

Patterns of Program Changes (1974-1978)

In an effort to discover whether there were patterns of responses -- that is, whether professors who mentioned a particular type of change in one dimension tended to cite particular changes in other dimensions -- a principal components analysis of the categorized responses was conducted. For this analysis each category of responses was regarded as a dichotomous variable (subjects either responded within the category or they didn't) and the analysis sought relationships among categories across dimensions. Individual professors were the units of analysis.

No particular patterns of recent program changes emerged. Of the seventeen "factors" found, only the first, accounting for 6.1 per cent of the total variance, seems worthy of mention. Specifically, although there appears to be a slight tendency for broadening of scope to be coupled with diversification of students, there were no clusters that strongly indicated divergent trends in recent program developments.

Similar findings obtained for projected program changes. There appears to be some tendency for varied placement methods to be coupled with revised course sequencing in some professors' projections and for modifications in certification requirements to be paired with increased field experience. However, no strong divergent patterns of projected program changes could be discerned.

Relationships Between Past and Projected Program Changes

To analyze perceived program changes in relation to projected program changes in search of longer range trends in program development, the ten most frequently cited past changes were compared to the ten most frequently cited future changes. Five types of past changes appear to have equivalents among the projected changes:

1. Program purposes and objectives. Departments had apparently been engaging in goal setting activities and intended to continue doing so.
2. Competency-based preparation. Departments had been moving toward a competency-based format or increasing competency-related content, and this trend was expected to continue.
3. Improvement of facilities. New buildings, modernized work areas, and improved equipment (i.e., computers, multi-media facilities) characterized departments of educational administration in terms of both perceived and projected changes.
4. Higher admission requirements. Departments reportedly had been raising their admission standards (i.e., via standard test scores, grade point averages, and/or letters of recommendation) and intended to continue doing so.
5. State requirements. Apparently, departments had modified their programs to conform to altered state certification requirements, and they expected state guidelines to continue to change.

Summary and Conclusion

Preservice preparation programs in the United States appear to be in a state of evolution. Professors in 237 of the 258 departments participating in this study reported program changes of some sort, recent or projected. These changes are numerous and diverse.

Although the data did not lend themselves to very detailed summarization, and the

method of content analysis did not enable very specific quantification, some broad categories of program change appear to capture the trends that characterized program development during the 1974-1978 period. Departments of educational administration seem to undergo frequent program reassessment and to make changes in the direction of broadening program scope and initiating competency-related instructional objectives. They appear to have been striving toward higher admission standards while at the same time increasing the number and diversity of students. Program content and delivery have been changing accordingly, with updating of course content and broadening of content scope. According to professors, changes in teaching methods have been occurring in many institutions. Were a similar survey of preparation programs to be conducted now, in 1979, it would be interesting to see whether the projected changes have actually occurred.

From the data yielded by this section of the questionnaire, there do not seem to have been any radical departures from the norm in recent program changes; nor were drastic changes projected for the near future. Perhaps the most promising note sounded by the professors is that self-assessment was becoming an ongoing part of departmental activity. From this expansion of self-appraisal we can expect continued renewal and change.

REFERENCES

Berelson, B. Content analysis. In Gardner, L. (Ed.), Handbook of social psychology. Cambridge, Mass.: Addison-Wesley Publishing Company, Inc., 1954.

Culbertson, J. A. Departments of educational administration. Paper presented at the Preparatory Programs Symposium, American Educational Research Association, Annual Meeting, San Francisco, 1979.

Kerlinger, F. E. Foundations of behavioral research. New York: Holt, Rinehart and Winston, Inc., 1964.

Silver, P. F. and Spuck, D. W. (Eds.) Preparatory programs for educational administrators in the United States. Columbus, Ohio: University Council for Educationsl Administration, 1978.

Spuck, D. W. Comparison of masters, certification and doctoral programs. Paper presented at the Preparation Programs Symposium, American Educational Research Association, Annual Meeting, San Francisco, 1979.